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Developing a Digital Book Using Genially for Teaching Reading Narrative Text for 8th Grade Students

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Abstract

The use of digital learning media has become increasingly important in supporting English language learning, particularly in reading activities. However, many students still experience difficulties in understanding narrative texts and show limited interest in reading activities. Therefore, this study aimed to develop a digital book using Genially to teach narrative reading to 8th-grade students. This study employed the Research and Development (R&D) method adapted from the Borg and Gall model. The development process consisted of seven stages: Research and Information Collection, Planning, Developing the Preliminary Product, Validation Results, Preliminary Field Testing and Product Revision, Operational Field Testing, and Final Product Release. The data collection instruments included a reflective journal, validation sheets, and questionnaires. The participants were eighth-grade students of SMP Negeri 1 Cipatat. The product was validated by two university lecturers and underwent field testing with 15 students in the preliminary stage and 30 in the operational stage. The findings showed that the developed digital book received positive evaluations from expert validators. The average score of material validation reached 96.74%, while media validation reached 97.92%, both categorised as Very Good. Both the preliminary and the operational field testing showed positive responses toward the digital book. Most students agreed that the digital book was interesting, easy to use, visually attractive, and suitable for learning narrative texts. It can be concluded that the Genially-based digital book is appropriate for use as a learning medium in teaching narrative texts to eighth-grade students.

Keywords: Digital Book; Genially; Reading; Narrative Text

INTRODUCTION

Reading is one of the four skills in the English language, along with listening, speaking, and writing, that learners must know to get information. Through reading activities, students are introduced to vocabulary, language structure, and ideas presented in various forms of text. According to Clemens et al. (2021), reading is one of the primary methods for middle and high school students to learn, so reading comprehension skills are crucial for academic success and opportunities in the next level of education. Reading instruction to help students learn various text genres in reading, such as narrative, descriptive, exposition, procedure, report, and analytical texts (Hidayati & Maisarah, 2024). One of these texts is a narrative text. Some examples of narrative text types include fairy stories, parables, folktales, myths, legends, and moral tales (Romdoni, 2025).

Narrative text consists of main structures, which include orientation, complication, and resolution. Research conducted by Rizqon et al. (2021) The researcher found that high school students in Ponorogo struggled with vocabulary and knowledge of narrative text; therefore, the researcher suggested that teachers use narrative texts and their interesting reading materials to

increase students' vocabulary and knowledge base, as well as improve their reading comprehension. Similarly, Suherman & Mandarani (2021), found that the students had difficulties understanding long sentences from narrative texts because they panicked and felt bored when reading the text, and were still confused about the meaning of the text. Therefore, teachers need appropriate learning media to support narrative text instruction. The media should help students engage with the text, understand the storyline, identify the structure of narrative texts, and participate actively during reading activities.

According to Hidayah (2019), as cited in Ma'arif & Claudia (2021) The use of digital books and other interactive media can enhance students' learning interest and support their understanding of learning materials. Previous studies have shown that digital books are an alternative learning media can support students' reading. For example, the study by Andriani & Zuniati (2024) showed that the pop-up book used in teaching reading narrative texts was valid and effective in supporting students' comprehension. Similarly, Khoirunisa & Floriasti (2023) showed that graded 8 students need interesting and interactive reading materials to help them read fluently, understand texts, and learn vocabulary. To address this need, they developed an augmented reality game using UniteAR that provides simple explanations, pictures, sounds, and activities related to narrative texts. The media was proven suitable and helpful based on expert validation because it makes students more motivated and able to learn narrative texts independently. These studies demonstrate that innovative and interactive media have been used to solve this problem. However, these studies focused on different types of media and platforms. Limited studies have explored the development of digital books using Genially, an online platform that enables educators to create interactive learning materials by integrating texts, images, videos, animations, and various digital activities, to support the teaching of narrative texts for junior high school students. Therefore, further investigation is needed to provide alternative digital learning media that align with students' characteristics and current technological developments.

Research shows that media created with Genially generally receive high scores for feasibility and practicality from experts, as well as positive responses from students, indicating that this media is suitable for use in the classroom (Afni & Bektiningsih, 2024). This suitability comes from Genially's ability to present lessons in an interactive and visually appealing way, encouraging students to actively participate in the learning process rather than just passively listening to information. Genially allows teachers to combine texts, images, videos, animations, and interactive activities within one platform. These features provide opportunities for students to interact with learning materials through various activities rather than only reading printed texts. Previous studies also reported positive responses toward the practicality and attractiveness of Genially-based media in classroom settings (Afni & Bektiningsih, 2024). This proves that Genially is an effective digital tool for teaching reading skills in junior high school. Not only does it combine multimedia elements like texts, audio, video, and animation, but Genially also offers interactive features that boost student engagement.

However, although various digital and interactive media have been developed to support the teaching of narrative texts, studies focusing on the development of Genially-based digital books for eighth-grade students remain limited. Previous studies mainly explored printed interactive media or augmented reality applications or examined the effectiveness of particular media. Few studies have specifically developed a digital book using Genially for teaching narrative texts and investigated its feasibility and students' responses in junior high school contexts. Therefore, this study attempts to address this gap by developing a Genially-based digital book designed for eighth-grade students and examining its feasibility and students' responses toward its use in

narrative text learning. The developed digital book is expected to provide an alternative medium that combines narrative reading materials with interactive learning activities appropriate for students' characteristics and classroom contexts.

Based on the gap, the present study aims to develop a digital book using Genially to teach reading narrative texts to 8th-grade students in English language learning. The research question guiding this study is: 1. How is the process of developing a digital book using Genially for teaching reading narrative text? 2. How is the feasibility of the developed digital book based on narrative reading material? 3. What are the students' responses to developing digital book media using Genially in reading narrative text?

METHOD

This research used a Research and Development (R&D) method. This method was developed by Borg and Gall as a design model for educational research (Borg & Gall, 1984). A model, which is more practical in nature, is a design that may be used to bring something into reality Umar et al. (2023). In this development stage, the adapted Borg and Gall model follows a systematic and iterative process to ensure the feasibility of the educational product. Through making development organized in detail.

The original Borg and Gall model consists of ten stages. However, several previous studies simplified these stages according to the research objectives and conditions. According to Faridi & Saleh, (2018) applied a simplified procedure consisting of needs analysis, material development, expert validation, revision, product try-out, further revision, and final product. Following this adaptation, this study organized the development process into seven stages: (1) Research and Information Collection, (2) Planning, (3) Developing Preliminary Product, (4) Validation Results, (5) Preliminary Field Testing and Product Revision, (6) Operational Field Testing, and (7) Final Product.

In this research, the subjects were 8th-grade students from a junior high school in SMPN 1 Cipatat, West Java. The subjects of this study were chosen based on the characteristics of students who have not been fully skilled in understanding the structure of reading narrative text, and students who have not used digital books using Genially for teaching reading narrative text.

The data collection process employed three instruments: a reflective journal, a validation sheet, and a questionnaire. The reflective journal documented the needs analysis and the product development process. The researcher recorded students' learning conditions and difficulties in understanding narrative texts related to the development of the digital book. In R&D research, needs analysis plays an important role because it helps researchers develop products that align with learners' needs and educational objectives. The validation sheet gathered evaluations from expert validators regarding the material and media aspects of the digital book. The product underwent validation by two university lecturers who assessed the appropriateness of the content, language use, learning support, design, layout, interactivity, and overall quality of the digital book. Expert validation represents an important stage in R&D research because it helps ensure the feasibility, quality, and appropriateness of the developed product before implementation in the classroom. Furthermore, a questionnaire is distributed to students after the implementation of the digital book to gather their responses regarding the clarity of the material. The questionnaire involved two stages of testing, namely preliminary field testing with 15 students and operational field testing with 30 students.

RESULTS AND DISCUSSION

Results

This section presents the results of the development of a digital book using Genially for teaching reading narrative texts to eighth-grade students. The results are organized based on the stages of the Research and Development (R&D) process, adapted from the Borg and Gall model. The results obtained from each stage provide information regarding the development process, product feasibility, and students' responses toward the digital book.

1. The process of developing a digital book using Genillly

This stage describes the results of the product development process in stages. There are seven main points to be discussed: (1) Research and Information Collection, (2) Planning, (3) Developing Preliminary Product, (4) Validation Results, (5) Preliminary Field Testing and Product Revision, (6) Operational Field Testing, and (7) Final Product. Each stage of the development and improvement of the digital book to ensure its suitability for teaching reading narrative texts to 8th-grade students.

Research and Information Collection

In this stage, the researcher identified students' needs and difficulties in learning to read narrative texts. Many students experienced difficulties in understanding the content and structure of narrative texts. Students often struggled to identify the sequence of events, characters, setting, and moral values presented in the stories. In addition, students showed limited interest and motivation during reading activities because the learning materials mainly relied on printed textbooks and conventional teaching methods. The literature review also indicated that digital learning media can support students' engagement and comprehension in English learning. Interactive features, visual elements, animations, and digital exercises can create a more enjoyable learning experience and encourage active participation. Furthermore, Genially offers a range of interactive tools that enable educators to create engaging digital learning materials to support reading activities. Therefore, a digital book using Genially was developed to help students' understanding of narrative texts in reading activities.

Planning

The second stage involved planning the development of the digital book. At this stage, the researcher determined the learning objectives, selected narrative text materials, and organized the content structure. The researcher also planned the visual design, illustrations, exercises, quizzes, and interactive features that would be included in the digital book. The planning process aimed to ensure that the product aligned with students' learning needs and curriculum objectives.

Developing Preliminary Product

The third stage involved developing the preliminary product using Genially. The digital book contained narrative text materials, illustrations, vocabulary sections, reading narrative text, and interactive quizzes. During the development process, several supporting digital tools were utilized to improve the quality of the product. Canva assisted in designing the layout and visual elements, while Gemini AI supported the creation of illustrations and visual content related to the narrative stories. After the visual components and learning materials had been prepared, all elements were integrated into Genially. The combination of visual illustrations, interactive

activities, and reading materials aimed to support students' understanding of narrative texts and their interest in learning English.

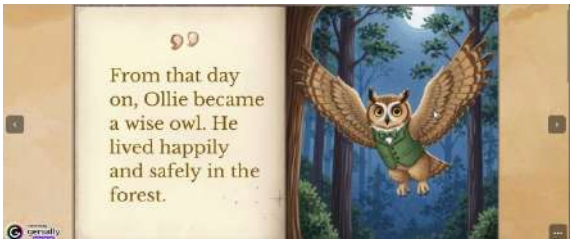

Figure 1. Design of the Digital Book Before Revision

Figure 1 presents the initial design of the digital book before the revision process. The preliminary product used the narrative story entitled *"The Owl Who Refused to Sleep"*. However, the initial design still appeared simple in terms of visual presentation and interactive features. Several navigation buttons and student activities had not yet been fully developed, resulting in limited opportunities for students to interact with the digital book. In addition, although the storyline was considered interesting, some sentences and language expressions were less suitable for eighth-grade students.

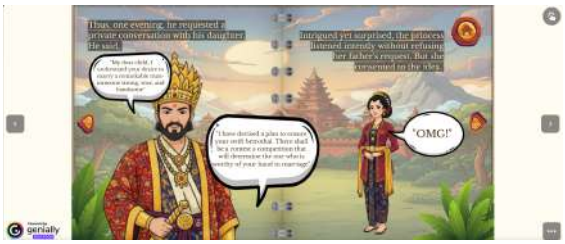

Figure 2. Design of the Digital Book After Revision

Based on the feedback obtained during the development process, several revisions were made to the product. The narrative story was changed to *"The Legend of Lembusuro"*. This story is selected because it represents Indonesian folklore that is not overly familiar to students, while still being appropriate and relevant to the characteristics of eighth-grade students. The revised story also contained a more detailed storyline and a clearer sequence of events, enabling students to follow the plot more easily. In addition to revising the story, the visual appearance and interactive features of the digital book were also modified. The layout, illustrations, and character designs were adjusted to create a more attractive presentation. Furthermore, additional interactive components were incorporated into the product. Students were not only expected to read the story, but also to interact with various features, including reading sections, learning materials, vocabulary activities, quizzes, and videos accessed through navigation buttons.

Figure 2 presents the revised version of the digital book that was subsequently used during the field testing stages. The revised product reflects the suggestions and feedback obtained throughout the development process and was prepared for implementation with eighth-grade students.

After revising the narrative story into "The Legend of Lembusuro", the digital book was organized into several main sections to support students during narrative text learning in Figure 3. The product began with a cover page that introduced the title and visual illustrations related to the story. Students were then guided to the main menu, which provided access to several

learning sections. The digital book also presented the main features of narrative text, including reading, material, vocabulary, quiz, and video.



Figure 3. Main Features of Narrative Text

Note: The developed digital book can be accessed through the following link: Genially link.

The main menu contained several sections designed to accommodate different learning activities. These sections included reading, which provided the narrative story; material, which explained the characteristics and structure of narrative texts; vocabulary, which introduced unfamiliar words found in the story; and a quiz, which allowed students to complete simple exercises related to the learning materials. Each section was supported by visual illustrations and interactive elements to encourage students to explore the content independently.

During the revision process, one of the revisions involved the navigation system. In the preliminary product, the home buttons directed students back to the main cover page, requiring them to repeat several steps to access another section. In the revised product, the navigation buttons were reorganized so that students could return directly to the cover page of each section, such as the reading, material, vocabulary, and quiz menus. This revision provided a more practical navigation pathway and allowed students to move between activities more easily.

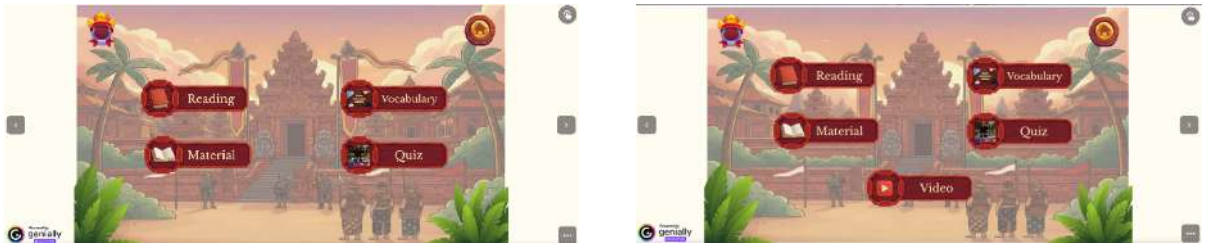

Figure 4. Revised Digital Book with Improved Navigation and Additional Video Section

Another revision involved the addition of a video section. Initially, the digital book only consisted of four sections: reading, material, vocabulary, and quiz. Based on the evaluation process, a video feature presenting the narrative story was added to the product. This feature provided students with an alternative way to follow the storyline through audiovisual representation, making the content easier to access according to students' learning preferences. The addition of this section expanded the interactive experience offered by the digital book and complemented the existing reading activities.

2. Media Feasibility

Validation Results

After completing the preliminary product, the researcher conducted expert validation to evaluate the feasibility of the digital book. The validation process involved two university lecturers who assessed the material and media aspects of the product. The validation sheet used a four-point Likert scale consisting of 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

Tabel.1 Results of Material Validation

No	Material Validation Aspect	Validator 1	Validator 2	Average
1	Content Feasibility	95%	100%	97,5%
2	Language Appropriateness	93,75%	100%	96,88%
3	Learning Support	91,67%	100%	95,84%
Total				**96,74%**

The material validation focused on three aspects: content feasibility, language appropriateness, and learning support. The average score obtained from both validators reached 96.74%, which falls into the “Very Good” category. This result indicates that the materials presented in the digital book are appropriate for eighth-grade students and support the learning objectives of narrative texts.

Tabel.2 Results of Media Validation

No	Media Validation Aspect	Validator 1	Validator 2	Average
1	Design and Layout	100%	87,5%	93,75%
2	Interactivity and Functionality	100%	100%	100%
3	Overall Media Quality	100%	100%	100%
Total				**97,92%**

The media validation focused on design and layout, interactivity and functionality, and overall media quality. The average score obtained from both validators reached 97.92%, which falls into the Very Good category. The result indicates that the digital book is visually attractive, easy to use, and suitable for classroom implementation. In addition to providing scores, the validators also gave several suggestions regarding the product. The validators suggested continuing the development of the quiz section to make it more complete and engaging for students. They also recommended revising the presentation of dialogues in the narrative texts by adjusting the layout and spacing between speakers. These suggestions aimed to make the stories easier for students to read and follow. The feedback from the validators served as an important reference for product revision before conducting field testing with students.

3. Students' responses toward the Digital Book using Genially

This section presents the results of the field testing stages conducted after the validation process. These stages were important because they provided information about students' perceptions and experiences in using the developed digital book. Students' responses were used to evaluate the practicality, attractiveness, ease of use, and suitability of the digital book for learning narrative texts. Furthermore, the feedback obtained during the field testing stages served as a basis for revising the product before the final version was produced. This section consists of four stages: Preliminary Field Testing, Product Revision, Operational Field Testing, and Final Product.

Preliminary Field Testing & Product Revision

After the product had been validated by the expert validators, preliminary field testing was conducted to obtain students' initial responses toward the digital book. The preliminary field testing involved 15 8th-grade students. The students used a digital book during reading activities and completed a questionnaire consisting of ten statements. The questionnaire measured students' perceptions regarding the visual appearance, content quality, ease of use, and learning interest of the digital book in supporting narrative text learning.

In addition, students responded positively to the ease of use of the digital book and the suitability of the learning materials. Most students agreed that the narrative texts, explanations, and exercises helped them understand the stories. The results suggest that the digital book has the potential to support reading narrative text learning for eighth-grade students. Therefore, the researcher conducted product revisions before proceeding to the next stage.

Revise the product based on feedback received from students during the initial field testing phase. First, several punctuation errors found in the narrative text were corrected to make it easier for students to read. Second, additional dialogues between characters were included in the stories to make the plot more engaging and easier for students to understand. These changes are intended to help the students' reading experience and deepen their understanding of narrative texts.





Figure 5. Example of Narrative Story Revision Based on Students' Feedback

Figure 5 illustrates one of the revisions made to the narrative story following the preliminary field testing stage. Based on students' feedback, the original storyline was considered too brief and contained limited interactions between characters. Therefore, additional dialogues and several supporting events were incorporated into the story to provide a clearer sequence of events and make the plot easier to follow. The revisions aimed to help students understand the relationships between characters and identify the progression of the orientation, complication, and resolution more clearly. These modifications demonstrate that students' responses contributed to the refinement of the developed product before it proceeded to the operational field testing stage.

Operational Field Testing

Operational field testing was conducted to obtain broader responses toward the revised digital book. This stage involved 30 8th-grade students from SMP Negeri 1 Cipatat. The purpose of this stage is to evaluate students' perceptions regarding the attractiveness and usability of the digital book after the revision process. Similar to the previous stage, students used the digital book and completed a questionnaire consisting of ten statements.

Table 3. Students' Responses in Operational Field Testing (n=30)

No.	Statements	Percentage %				
		SA	A	N	DA	SDA
1.	The digital book developed using Genially is interesting and creative.	53.3% (16)	36.7% (11)	10% (3)		
2.	The digital book makes learning reading narrative texts more enjoyable.	50% (15)	40% (12)	10% (3)		
3.	The digital book is easy to use during reading activities.	30% (9)	46.7% (14)	23.3% (7)		

4.	The font, colors, and layout help me understand the narrative text better.	23.3% (7)	56.7% (17)	20% (6)	
5.	The narrative text materials are clear and suitable for 8th-grade students.	20% (6)	63.3% (19)	16.7% (5)	
6.	The explanations in the digital book help me understand the story easily.	26.7% (8)	40% (12)	30% (9)	3.3% (1)
7.	I feel motivated to learn to read narrative texts using this digital book.	26.7% (8)	46.7% (14)	26.7% (8)	
8.	The exercises in the digital book help me understand narrative texts.	20% (6)	56.7% (17)	23.3% (7)	
9.	I am interested in using this digital book in English class.	23.3% (7)	43.3% (13)	33.3% (10)	
10.	I can learn to read narrative texts independently using this digital book.	26.7% (8)	46.7% (14)	26.7% (8)	

Based on the results presented in Table 3, students showed positive responses toward the developed digital book. A comparison between the preliminary field testing and the operational field testing also showed several noticeable differences in students' responses. In statement 1, the percentage of students selecting Strongly Agree decreased from 73.3% in the preliminary field testing to 53.3% in the operational field testing, while the Agree responses increased from 26.7% to 36.7%. Similar patterns appeared in statement 2, where Strongly Agree responses changed from 66.7% to 50%, whereas Agree responses changed from 33.3% to 40%. These results indicate that students from both testing stages consistently perceived the digital book as interesting and enjoyable to use during narrative text learning activities.

The most noticeable difference appeared in statement 3 regarding the ease of using the digital book. During the preliminary field testing, 40% of students selected Strongly Agree and 46.7% selected Agree. In the operational field testing, Strongly Agree responses decreased to 30%, while Agree responses remained relatively similar at 46.7%. In addition, Neutral responses increased from 13.3% in the preliminary field testing to 23.3% in the operational field testing. This finding suggests that although most students considered the digital book easy to use, some students in the larger group needed additional time to become familiar with its interactive features.

In terms of the suitability of the materials, the responses remained relatively consistent. For statement 5, Strongly Agree responses remained at 20% in both testing stages, while Agree responses changed slightly from 73.3% in the preliminary field testing to 63.3% in the operational field testing. Similar findings also appeared in statement 8 related to the exercises, where Strongly Agree responses remained at 20%, while Agree responses changed from 66.7% to 56.7%. These results indicate that students perceived the narrative text materials and exercises positively throughout both stages of testing. Another interesting finding appeared in

Statement 9 regarding students' interest in using the digital book in English classes. During the preliminary field testing, 20% of students selected Strongly Agree, 53.3% selected Agree, and 26.7% selected Neutral. In the operational field testing, Strongly Agree responses increased to 23.3%, Agree responses changed to 43.3%, and Neutral responses increased to 33.3%. Although slight variations appeared, students from both testing stages generally expressed positive responses toward the use of the digital book in English learning activities.

Overall, despite several differences in percentages between the preliminary and operational field testing, the response patterns remained relatively similar. Students consistently viewed the digital book as interesting, appropriate for learning narrative texts, and acceptable for use during English learning activities. Based on these findings, the developed digital book can be used as a learning medium for teaching reading narrative texts to eighth-grade students at SMP Negeri 1 Cipatat.

Discussion

The Process of Developing a Digital Book Using Genially

The development process of this digital book follows seven adapted stages of the Borg and Gall model, which provides a systematic and iterative framework to build a well-structured educational product. This simplified research and development procedure aligns with Faridi & Saleh, (2018) who suggest that simplifying the original ten phases of development into fewer focused stages allows researchers to address classroom conditions and specific learner constraints directly. The initial design uses an unfamiliar foreign story entitled *"The Owl Who Refused to Sleep"*. However, based on evaluation, several language expressions appear less suitable for eighth-grade students, and the simple visual presentation provides limited space for student interaction. To fulfill the students' pedagogical needs, the narrative material changes into local Indonesian folklore, *"The Legend of Lembusuro"*. In addition, the storyline became more detailed, and dialogues between characters were added to make the story easier to follow.

This adjustment is important because junior high school students often experience difficulties when reading narrative texts containing unfamiliar vocabulary and lengthy sentences (Rizqon et al., 2021). By using a local legend, students can rely on their prior knowledge and cultural background to understand the orientation, complication, and resolution of the story more easily. This finding is in line with Romdoni (2025), who explains that familiar narrative themes, such as folktales and local legends, help students recognize story structures and follow the development of the plot. Feedback and evaluation help researchers identify aspects of the product that do not fully match students' characteristics, language levels, and learning needs. Therefore, revisions become an important part of R&D studies to ensure that the final product is suitable for the students who will use it.

Another notable change involved the interactive features included in the digital book. The preliminary product mainly focused on presenting the story in a simple format. In the revised product, several features were added, including vocabulary sections, reading materials, videos, quizzes, navigation buttons, and other interactive activities. This finding supports Khoirunisa & Floriasti (2023), who reported that eighth-grade students need interactive reading materials that combine explanations, visuals, and activities to support narrative text learning.

Furthermore, the development of this digital book involved the integration of several supporting digital tools before the final assembly in Genially. Canva assisted in designing layouts and visual elements, while Gemini AI supported the creation of illustrations and character

representations related to the story. After all materials and visual components had been prepared, they were integrated into Genially as the main platform used to organize the reading materials, vocabulary sections, interactive quizzes, videos, navigation buttons, and other interactive features. The integration of these tools demonstrates that developing educational media can involve multiple digital resources to produce a more organized and interactive learning product for students. This finding is consistent with Ifrianingsih et al. (2024), who highlighted that Genially allows the integration of visual, audio, and interactive components within a single learning medium, enabling students to actively engage with the learning activities. In the context of this study, these features were integrated into the digital book through vocabulary activities, visual illustrations, videos, and interactive quizzes designed to support narrative text learning.

Media Feasibility

The feasibility data collected from validators indicate that the developed digital book satisfied the criteria for classroom implementation. The material validation achieved an average score 96,74%, placing it in the “Very Good” category. This score reflects high content feasibility, language appropriateness, and instructional support. The validators’ feedback confirmed that the language level matched the cognitive readiness of eighth-grade students and that the materials were suitable for narrative text learning at the Junior high school level. This finding is important because junior high school students often experience panic or boredom when they encounter narrative texts with unfamiliar vocabulary or long sentence structures (Suherman & Mandarani, 2021). By ensuring clear explanations and appropriate reading levels, the digital book addresses the learning difficulties identified during the initial stage of the study.

For the media aspect, expert validation reached an average score of 97.92%, which also falls into the "Very Good" category. The design and layout aspect received high scores, while both interactivity-functionality and overall media quality achieved perfect scores from both validators. These findings indicate that the interactive features and technical functions of the developed digital book operated appropriately according to the validators' assessments. The use of Genially enabled the integration of narrative texts, character dialogues, speech bubbles, videos, vocabulary sections, quizzes, and navigation buttons within a single platform. In addition to providing scores, the validators also offered constructive suggestions for revising the product. The validators recommended expanding the quiz section to provide more varied learning activities and improving the presentation of dialogues by adjusting the layout and spacing between speakers. These recommendations indicate that expert validation is not only intended to determine whether a product is feasible, but also helps researchers revise the product so that it better matches students’ learning experiences and the classroom context.

The present findings are consistent with previous studies that reported positive validation outcomes for interactive learning media. Afni & Bektiningsih (2024) found that Genially-based media received favorable evaluations due to their visual attractiveness and interactive components. Similarly, Marianti & Permatasari (2025) found that the developed Genially-based learning media achieved positive validation results and were considered feasible for implementation in junior high school classrooms. Comparable findings were also reported by Andriani & Zuniati (2024), whose study showed that the developed pop-up book received positive validation results and was considered feasible for use in teaching reading narrative texts. These similarities suggest that expert review remains an essential process in producing educational media that align with learners' characteristics and instructional needs. The consistency between the present findings and previous studies indicates that expert validation

plays a crucial role in identifying both the strengths and aspects requiring revision before educational products are implemented in actual classroom settings.

Students' Responses toward the Digital Book Using Genially

Students generally responded positively to the visual appearance and interactive components of the digital book. The colorful illustrations, speech bubbles, navigation buttons, and quizzes appeared to attract students' attention during narrative reading activities and encouraged them to participate actively while exploring the narrative texts. This finding is consistent with Khoirunisa & Floriasti (2023), who reported that eighth-grade students require interactive reading materials supported by visual elements and learning activities to help them engage with narrative texts.

Although students showed positive responses overall, differences between the preliminary and operational field testing suggest that students became familiar with the digital book at different paces. Some students adapted quickly to the available buttons and activities, while others needed additional opportunities to explore the available features and navigation pathways. This finding may indicate that students responded differently when using technology-supported learning media, particularly when they encountered interactive elements for the first time. Similar observations were reported by Suherman & Mandarani (2021) who found that junior high school students often experience confusion when processing unfamiliar narrative texts and require sufficient support to follow the learning activities. Therefore, providing opportunities for students to gradually become familiar with the features of the digital book may help them participate more comfortably in narrative reading activities.

Despite these differences, students consistently perceived the materials and activities provided in the digital book positively across both stages of field testing. The narrative texts, vocabulary sections, reading passages, and quizzes were considered useful components that supported students in following the storyline and participating in the learning activities. Students also expressed positive attitudes toward the use of the digital book during English lessons and showed willingness to use the media as part of classroom learning. These findings suggest that the developed digital book corresponded with students' learning needs and characteristics in narrative text instruction. These findings are also in line with Ma'arif & Claudia (2021), who reported that digital books equipped with multimedia features provide opportunities for students to access learning materials more flexibly according to their learning needs. Therefore, despite minor differences in students' familiarity with the interactive features, the overall response patterns indicate that students responded positively to the developed digital book. The findings suggest that the Genially-based digital book is appropriate for use as a learning medium in teaching narrative texts to eighth-grade students.

Overall, the responses obtained from both field testing stages indicate that the Genially-based digital book corresponds with students' characteristics and classroom needs in learning narrative texts. Although students required different amounts of time to become familiar with the interactive features, they generally accepted the developed product positively. These findings suggest that integrating visual supports, interactive activities, and narrative materials within a digital platform provides meaningful opportunities for English learning at the junior high school level.

CONCLUSION

This study aimed to develop a digital book using Genially for teaching reading narrative texts to eighth-grade students, examine its feasibility through expert validation, and identify students' responses toward the developed product. The development process followed seven adapted stages of the Borg and Gall model, consisting of research and information collection, planning, developing the preliminary product, validation, preliminary field testing and product revision, operational field testing, and final product. Throughout these stages, the digital book underwent several revisions related to the narrative story, visual appearance, and interactive features to correspond with students' characteristics and learning needs.

The results of expert validation indicate that the developed digital book is feasible for classroom use. The material aspect obtained a "Very Good" category with an average score of 96.74%, while the media aspect achieved 97.92%, which also falls into the "Very Good" category. In addition, students from both the preliminary and operational field testing stages generally showed positive responses toward the digital book. Students perceived the visual appearance, narrative materials, vocabulary activities, quizzes, and interactive features as appropriate and useful during narrative text learning activities. Although some students required additional time to become familiar with the interactive features, the overall findings suggest that the Genially-based digital book corresponds with the characteristics and classroom needs of eighth-grade students. Therefore, the developed digital book can be considered an appropriate learning medium for teaching reading narrative texts at SMP Negeri 1 Cipatat.

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